The Consultant's Guide for Marine Corps Equal Opportunity Advisors
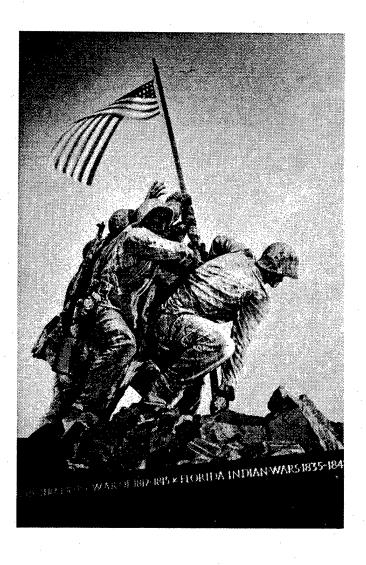
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The Consultant's Guide for Marine Corps Equal Opportunity Advisors

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Table of Contents

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Introduction

Starting in 1993, the Marine Corps has developed a cadre of trained specialists known as Equal Opportunity Advisors (EOAs) to assist with implementing the service's equal opportunity program. *The Consultant's Guide for Marine Corps Equal Opportunity Advisors (EOAs)* was developed to facilitate Marines' effectiveness in their roles as advisors to senior leadership.

The Consultant's Guide presents a general framework for organizational change, and discusses how Marine Corps EOAs share the common challenges faced by organizational consultants and change agents. The Guide also covers using the computerized survey tool known as the Marine Corps Command Assessment System (MCCAS) for organizational assessment and change.

Information included in the Guide comes from interviews with Marine leaders and Marine Corps EOAs serving in commands around the world, along with subject-matter experts in the area of consulting, diversity management, and organizational change.

Particular thanks are given to MGySgt Willis Butcher, GySgt Karen Fidgeon, MSgt Louis Harris, Jr., Col Anthony Jackson, GySgt Bradley Johnson, MSgt Helen Josypenko, GySgt C. J. Shirley, Col Felipe Torres, Mrs. De Sosnowski, MSgt Kevin Thomas, MGySgt William Wilber, and Capt Brian Wolfe for their contributions to the Consultant's Guide.

Acknowledgment of Contributors

The following Marines have provided ideas and suggestions that make up this Guide:

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Module 1: A Framework for Organizational Change

Overview

- The Marine Corps Equal Opportunity Program

- Framework for understanding organizational change

- Managing organizational transition

- Measuring EO success in the Marine Corps

The Marine Corps Equal Opportunity Program

- The Marine Corps Equal Opportunity (EO) Program's goal is to integrate EO into every aspect of Marine Corps life. Specific objectives are to:

  - Understand the effects of past discriminatory practices in order to formulate objectives and initiate actions to eliminate deficiencies

  - Identify, eliminate, correct, or prevent adverse or illegal institutional and individual discriminatory practices

  - Promote harmonious relationships among Marines through the elimination of prejudice and harassment

  - Ensure the opportunity and encouragement for personal and professional advancement of individual Marines without regard to age, race, color, religion, gender, or national origin

- A positive, proactive EO environment is the responsibility of every Commander; this EO environment promotes morale, teamwork, and results in a high degree of unit cohesion and esprit de corps

Discrimination undermines morale, reduces combat readiness, and prevents maximum utilization and development of the Marine Corps most vital asset, people.
Marine Corps Equal Opportunity Manual, 1996

Components of the Marine Corps EO Program

- CMC, United States Marine Corps

- EO Branch, Manpower and Reserve Affairs

- Marine Corps Staff at the Defense Equal Opportunity Management Institute (DEOMI)

- Equal Opportunity Advisors (EOAs) located at major Marine Corps commands

- EO Representatives who assist commanders from the battalion to the unit level

- Commanders in every Marine Corps unit

- Organizational Consultants external to the Marine Corps (e.g., NPRDC)

Framework for Understanding Organizational Change

- Marine Corps EO program is part of a larger process of organizational change

  ➤ Implement the Marine Corps EO Policy

  ➤ Impact bottom-line indicators (e.g., unit cohesion, readiness, combat effectiveness)

- All the components of the Marine Corps EO Program are change agents

- Need to take a <u>systems perspective</u> to be more effective in accomplishing the EO program goals (Deming, 1982)

- Need to understand the larger process of organizational change to maximize effectiveness

Pressures for Change are Being Felt by Both Private and Government Organizations

- Organizations today are operating in a rapidly changing environment

- Technology and global economy have changed the traditional ways of doing business

- Increased workforce diversity has also exerted pressure on organizations for change

- A "change imperative" for organizational survival has been created

- The Marine Corps is not immune to these pressures for change

Managing Organizational Transition

- Two basic realities in regards to managing organizational transition

  Reality 1: Perception is everything

  Reality 2: It's never over

  (Decker & Belohlav, 1997)

- Organizational climate is typically built on traditions of the past

> **Climates are created by leaders.**
> Marine Corps Civilian
> Camp Pendleton, CA

Realities of Organizational Change

- Ongoing and relentless efforts are needed to change organizational climate

- Many leaders are not aware of what is really going on in the trenches

- Some leaders are frustrated because they have issued policy, instituted training, and established resolution systems, yet things have not changed

- Organizational surveys have emerged as a key measurement tool being used by top leadership

I found myself on the bridge, moving the controls, but finding out that these controls were not connected to anything down below.
CEO
Nadler, 1996

How Surveys Can Facilitate Organizational Change

- Surveys give leaders feedback on the organizational climate—confirming or challenging impressions of how things really are

- Surveys provide a way that individuals can provide feedback to leaders without being identified (Breisch, 1995)

- Survey results can validate the experiences of those who have had to deal with discrimination and/or sexual harassment

- Survey feedback sparks a dialog on issues that typically may not be discussed

- The survey feedback process can initiate changes in the way people see each other and the organization

- Surveys provide feedback for organizational learning, identifying areas where things are going right and wrong

- Surveys evaluate current interventions and provide information useful in planning future initiatives

Change in Military Organizations

- Military organizations historically have been conservative in nature—change is slow and difficult

- Culture is built on traditions of the past

- Current military environment has created a "change imperative" for maintaining unit effectiveness and mission capability

Sound leadership is the key to eliminating all forms of unlawful discrimination.
Marine Corps Equal
Opportunity Manual, 1996

- The "change imperative" also requires military organizations to deal effectively with diversity

- Change requires ongoing top leadership commitment—which is difficult to obtain

- Change is most strongly resisted by mid-level leaders who fear losing power

- Changes that do occur should result in increased unit effectiveness and mission capability

Measuring EO Success in the Marine Corps

- Marine Corps surveys can be <u>measures of effectiveness</u> in implementing Marine Corps EO policy service-wide

- Survey results tell the leadership how Marines perceive the work environment—and how actions taken by leadership have filtered down to the rank-and-file

People are our greatest asset.
General Krulak
Commandant, USMC

- Survey results can be used to facilitate continuous improvement

- Remember that surveys do not accomplish the organizational change process—they just reflect reality of it

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Module 2: Marine Corps EOAs as Organizational Consultants

"Consultant's are paid to express unpopular truths, remove comfort zones, tread on sacred values, speak the unspeakable. Good ones serve as lighting rods in the client organization—a valuable role that will not, however, win them popularity contests."

Hammer & Stanton, 1995

Overview

- History of the Marine Corps EOAs

- EOAs as organizational consultants

- Advantages and disadvantages of being an organizational consultant

- Ten consulting tips for EOAs

History of the Marine Corps EOAs:

I. Top Leadership Sponsoring of First EOAs

- Pressure to implement a full-fledged EO program occurred in the early 1990s, including sponsoring of Marine Corps EOAs

- To ensure continued emphasis and support for EO program, CMC provided main installations with an EO Advisor (CMC, 1993)

- EOAs tasked to address EO matters for installation and tenant commands

- EOAs' duties were to:

  ➤ Assist commanders in monitoring the EO program, identifying areas of concern, and suggesting ways to improve

  ➤ Assist with investigations into allegations of discrimination and sexual harassment

  ➤ Provide input on all matters dealing with EO

Johnson, 1993

> **EO Advisors will assist commanders in monitoring the pulse of their EO program...**
> CMC Msg,
> July 1993

History of the Marine Corps EOAs:

II. First 16 EOAs Deploy to the Field in FY93

- When program started there was not an established Marine Corps training program at the Defense Equal Opportunity Management Institute (DEOMI)

- First EOAs received training through a variety of vehicles

    ➤ Correspondence Course (one-year course [phase II] completed at an accelerated rate)

    ➤ DEOMI training (four-week Reserve Course phase I, four-week phase III Course)

    ➤ Service-specific training at HQs Marine Corps

- First EOAs entered installations that had little to no experience with the Marine Corps EO Program

    ➤ Many encountered resistance to program

    ➤ EOAs themselves often faced a hostile environment

    ➤ Few resources available to call on for assistance

History of the Marine Corps EOAs:

III. EO Branch Further Develops Program and Resources

- Additional groups of EOAs are trained and deployed

- Each group of EOAs sees enhancement to the service-specific training developed by Marine Corps representatives at DEOMI (Fidgeon, 1997)

- HQs provides resources to assist EOAs in the field

  - Publishing of the updated Marine Corps EO Manual (United States Marine Corps, 1996)

  - Release of updated Marine Corps EOA Order (United States Marine Corps, 1997)

  - EOAs provided with a Training Information Resource (TIR) library

  - Production of videotapes for training in the field

  - Sponsoring of the Marine Corps Command Assessment Survey (MCCAS) System tool

History of the Marine Corps EOAs

IV. Current State

- Program reaches goal of 35 EOAs

- Service-specific training at DEOMI fully developed (Fidgeon, 1997)

- Consultant's Guide and MCCAS training implemented at DEOMI during Marine Corps service-specific segment (Culbertson, Rosenfeld, & Perry, 1997)

- Subsequent waves of EOAs enter the field—facing old and new challenges

  - Overcoming the image of the past EOAs while not criticizing their efforts

  - Continuing need to educate leaders about the EO program—why it matters to Marines

  - Realizing the difficulty of changing behaviors and organizational climate

  - Finding that "real world" situations don't always fit what is taught in training

- The goal of creating a totally harmonious racial environment in the Marine Corps is laudable, but it will not come easily or quickly (Jackson, 1994)

EOAs as Organizational Consultants

- Involvement of external organizational consultants has brought ideas on how to maximize EOA effectiveness

    ➤ Apply methods and tools from the management consulting arena

    ➤ Incorporate an organizational consulting framework and continuous improvement model from quality management arena

    ➤ Gather advice and lessons learned from experienced EOAs

> **You are serving in the role of a catalyst - convincing leadership there is a need to change in a way that makes them think they came up with the idea.**
>
> Hammer & Stanton, 1995

The Roles of EOAs Similar to Those of Organizational Consultants

- EOAs must function in a variety of different roles

  ➤ Advisor

  ➤ Trainer

  ➤ Investigator

  ➤ Analyst

  ➤ Change agent

- These roles are similar to those of organizational consultants in civilian organizations

- Roles most similar to those of internal consultants (Steele, 1992)

- Understanding the many facets of this role will assist EOAs in being more effective

Advantages of Being an Organizational Consultant

- Know the organization

- Know who controls what—who are the decision makers

- Know how procedures work

- Knowledgeable about perceptions, power, and politics

- Know who to call to make things happen

- Seen as "one of us"

- Usually viewed as being accessible

- Can build on prior actions and successes

- Word gets around if you have been successful

(Lippitt & Lippitt, 1978; Steele, 1982)

Disadvantages of Being an Organizational Consultant

- More difficult to have credibility as an expert

- May not be viewed as neutral—seen as having a hidden agenda

- Reputation can be affected by past EOA's performance

- May get dragged into unimportant, time consuming demands because you are right there

- Easier to blame for failures

- May be caught between what a loyal member of the organization does, and what an effective consultant should do

- Actions are controlled by people in power who may know little about consulting and organizational change

- Often report to the same people who are being evaluated

(Steele, 1982)

Ten Consulting Tips for EOAs

- Interviews with EOAs highlighted many lessons learned

- Experience in consulting with organizations provided framework and guidance to follow

- Realized the usefulness of providing newly trained EOAs with tips on how to "start off on the right foot"

- Synthesized comments from interviews, presentations at EO conferences, and published materials

- Summarized as "Ten Consulting Tips for EOAs"

> **As you mature in the craft as an organizational consultant, you see so much more that we have to do.**
>
> EOA
> MCRD, San Diego, CA

Consulting Tip 1: Market Yourself

- Be proactive—introduce yourself to the key players soon after arrival

- Let leaders know what you can do for them in a nonthreatening way

- Think in terms of customers and try to understand the needs of each Commander and his/her organization(s)

- Get yourself included on the "check-in" list for new arrivals at the unit/command

- Realize you are different from the last EOA—may take time to reorient people

- Tailor your marketing brief to the unique needs of the units under the Commander

- Use your initial time to silently assess who are your supporters and adversaries

Consulting Tip 2: Define Your Role

- Assist Commanders at all levels to carry out their EO responsibilities

- Act as a professional advisor who is there to assist the Commander

- Come to job with tool box (e.g., interpersonal skills, training courses and videotapes, information resources and TIR library, data collection and analysis tools such as MCCAS)

- Use data to diagnose problems, provide potential solutions (e.g., MCCAS)

- Look at new duties the Commander may want to assign to you as potential opportunities to assist in accomplishing EOA goals

- Be flexible

- Know who will support you and team with them; know who won't and be wary of them as potential obstacles

I look at new assignments as what are my opportunities, and what am I going to lose.

EOA
MCB, Hawaii

Consulting Tip 3: Establish Credibility

- Be politically aware—remember you are an advisor

- Align yourself with the Sergeant Major if appropriate

- View all cases objectively—and be consistent in the process

- Stick to the facts and avoid getting emotionally or personally involved

- Don't talk business with those not in the business

- Use other EOAs as a sounding board and for venting

- Realize that feeling isolated may be part of the job

Consulting Tip 4: Avoid Agendas

- Position yourself as a problem-solver

- Don't be tied to one side or the other of an issue/problem

- Present decision makers with options instead of your opinion

- Don't allow your own defense mechanisms to kick in, skewing the options and biasing your evaluation of situations

Consulting Tip 5: Deal with Problems

- Be proactive and establish relationships with top leadership before a crisis hits

- Establish trust with top leadership by showing them you can provide a service and give them tools to make things better

- Keep top leadership informed so there are no surprises down the road

- Don't go to a leader's office with a problem without also having some options or potential solutions

- Where objectives are not being met, advise and assist in suggesting solutions to the problems identified

Remember to fall back on your professional staff NCO skills.

EOA
MCB, Japan

Consulting Tip 6: Avoid being the Messenger Who gets Shot

- You will find yourself in situations of having to deliver "bad news" to commanders

- Leaders may not want to hear about problems

- Because you are the messenger, it is very likely that you will be shot—learn to deal with it

- Be sure to wear your bulletproof vest (i.e., don't take it personally)

- Remember it's better to be respected than liked

Consulting Tip 7: Develop a Good Sense of Humor

- Remember that humor is a great way to defuse tense situations

- Humor may make leaders more open to hearing bad news

- Humor helps to remind you that you are a change agent and you must keep a positive attitude

Consulting Tip 8: Think about Loyalty vs. Effectiveness

- Always go back to the Marine Corps Order (United States Marine Corps, 1997)

- Separate loyalty to an individual from loyalty to the Marine Corps

- Remember the difference between doing the right thing and doing something to be popular

- Educating your chain-of-command on the Marine Corps EO policy and programs is often one of your priorities

> **I broke the golden rule that everyone should pass (an inspection).**
>
> EOA
> Camp Pendleton, CA

Consulting Tip 9: Use Data to Propel Organizational Change

- Aggregated data provides a basis to confirm individual experiences of discrimination and sexual harassment (SH)

- Both "hard" data (e.g., discipline data, promotion statistics, training records) and "soft" data (e.g., surveys, interviews, focus groups) are important

- Knowing how to collect, analyze, and report data gives you credibility as a consultant

- The process of data collection can build organizational commitment to change

Consulting Tip 10: Survive When All Else Fails....

- Remember that change happens in small steps

- Rally your support network

- Call on assistance from other EOAs

- Use the "One Star" trump card as appropriate in resolving issues

- Call EO Branch (MPE) as arbitrator after trying all possible solutions

- Try to take a long-term perspective

- Never give up your belief that things can improve

The road to success is littered with failures and frustrations.
EO Branch Head
HQs, Washington, DC

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Module 3: The MCCAS Consulting Process

Overview

- Step 1: Initial contact

- Step 2: Form a contract

- Step 3: Develop a MCCAS data collection plan

- Step 4: Administer the MCCAS

- Step 5: Analyze the MCCAS data

- Step 6: Interpret the MCCAS results

- Step 7: Prepare a MCCAS brief/report

- Step 8: Present the MCCAS findings

- Step 9: Terminate the MCCAS process

- Step 10: Reflection

(Block, 1981;
Culbertson, Rosenfeld, & Perry, 1997;
Lippitt & Lippitt, 1978)

Step 1: Initial Contact

- Often contacted by unit due to an incident or problem

- Better to be proactive—establish contact and introduce yourself

- If survey is needed—propose MCCAS and explain what it will do

- Clarify purposes and goals for conducting a MCCAS

  - Assess the unit's/command's climate in regards to EO and SH

  - Gauge the extent of problems

  - Gather information to better understand problems

  - Provide information for planning future interventions

- Assess the Commander's and unit's readiness for change

(Block, 1981)

> **The most common mistake inexperienced consultants make is not spending enough time up-front defining the project.**
>
> Consultant
> NPRDC, San Diego, CA

Step 2: Form a Contract

- Define outcome of the MCCAS assessment

- Project a timeline and don't rush—leave enough time to get the job done right

  - 1-3 weeks to customize survey, obtain unit demographic information

  - 1-3 weeks to administer survey

  - 1-4 weeks to analyze data and prepare report

- Clarify resources

  - Team members to assist with the entire process (e.g., Equal Opportunity Representative, Chief of Staff, Sergeant Major, Legal Officer, Chaplain, etc.)

  - Computer availability for on-line administration

  - Data entry personnel for hard copy administration

(Block, 1981;
Lippitt & Lippitt, 1978)

Step 2: Form a Contract (continued)

- Clarify roles and reporting procedures

  - ➤ Recommend a method to provide status report

  - ➤ Determine who to go to if problems arise (good idea to keep the Commander in the process throughout)

- Clarify you will not turn over the surveys or people's names - will protect anonymity

- Data for groups with less than eight people will not be reported (MCCAS will not print the results)

  - ➤ Groups of less than eight (such as Native Americans) will be included in the analyses of total respondents, men and women

- Suggest that you will deliver a MCCAS brief and report

- Bring up importance of providing the MCCAS results to all Marines in the unit that was assessed

- Final agreement on process and product

  - ➤ May want to formalize it with a Memo to the Commander

Step 3: Develop a Survey Data Collection Plan

- Obtain unit demographics from one of various methods (e.g., JUMPS/MMS System, Morning Reports, Unit Administrative Section)

  - Confirm MCCAS is tool to use (if groups of interest are less than eight, use interviews or focus groups as alternative)

- Determine survey sample

  - Usually recommend surveying everyone

  - For units very large in size (e.g., over 500), time away from the job and the time needed to enter the survey responses if not done on computer are considerations

  - Sampling can be more time consuming—to randomly select the sample, notify them, and follow-up to ensure participation (see the MCCAS User Manual for more information)

All too often organizations think survey administration is easy.

Consultant
Breisch, 1995

- Get the unit Equal Opportunity Representative (EOR) involved in the process

- Customize the survey with unit specific questions

- Have unit announce MCCAS effort

  - At All Hands meetings, unit formations, Plan of the Day or Week

- Follow-up to ensure good participation

Step 4: Administer the MCCAS

Paper and Pencil

- Make copies of survey

- Bring pencils to the survey administration site

- Make sure that you, the EOA, control the survey administration and that personnel from the unit don't intimidate those taking the survey

- Give an introduction to those taking the survey

  ➤ Voluntary and anonymous

  ➤ Each Marine's input is important

  ➤ Please answer all questions

  ➤ Your responses will not be tied to you—responses of less than eight per group will not be broken out

  ➤ If copied two-sided, point that out

  ➤ Be honest for otherwise we are just wasting everyone's time

Step 4: Administer the MCCAS
On Computer

- If customizing the survey, make the same changes on every computer used

- Change the sequence numbers so each computer has unique numbers

- Be there to administer the survey—give same introduction as with paper and pencil administration

- Always backup the data on each computer to its own disk before joining the files

- Use another computer (e.g., the one in your office) as the main "analysis" computer

- When you are sure that the floppy files are combined and the output is the correct number of respondents, delete the system from the multiple computers used for administration

(Culbertson, Rosenfeld, & Perry, 1997)

Step 5: Analyze the MCCAS Data
Overview

- There is no one "right way" to analyze the MCCAS data

- The analysis is not a simple process where you push a button and the answer comes out

- MCCAS can give you representative data to define and/or confirm problems

- Realize that there is both a science and an art to the skill of analyzing survey data—you will get better with practice

- Used effectively, MCCAS data can help to facilitate positive organizational change

What you put into the MCCAS process is what you will get out of it...the more time and thought, the more likely that it will affect positive change.

Consultant
NPRDC, San Diego, CA

Step 5: Analyze the MCCAS Data

The 12 Stage Process

Stage 1: Calculate the response rate

Stage 2: Review the demographics to make sure the survey is not biased

Stage 3: Print the graphs and tables

Stage 4: Sort the graphs and tables

Stage 5: Review bar charts of total respondents

Stage 6: Review means of total respondents and compare to the Marine Corps norms

Stage 7: Scan collapsed percentages and yes/no pie charts for total respondents

Stage 8: Review line graphs for racial/ethnic groups

Stage 9: Review means for racial/ethnic groups and compare to the Marine Corps norms

Stage 10: Scan collapsed percentages and yes/no pie charts for racial/ethnic groups

Stage 11: Repeat stages 8-10 for gender comparisons, enlisted/officer comparisons

Stage 12: Summarize open-ended comments

Step 5: Analyze the MCCAS Data

Stage 1: Calculate the Response Rate

- Calculate response rate by counting the number of completed surveys, dividing by the number of surveys administered, and multiplying by 100

  (See MCCAS User Manual for more information and an example on pp. 79-80.)

- The higher the response rate, the more likely the data accurately reflects the perceptions of all members of a unit/command

- Current mail surveys in the military services are obtaining response rates ranging from 40 percent to 50 percent

(Culbertson, Rosenfeld, & Perry, 1997)

Step 5: Analyze the MCCAS Data

Stage 2: Review the Demographics to Make Sure the Survey is not Biased

- Make sure those who answered the survey properly represent all groups in the unit/command

- View or print the pie charts/tables summarizing the command and respondent populations

  (See Pie Charts of Command Demographic Data on p. 89, and the Command/Respondent Report on p. 94 of the MCCAS User Manual)

- Compare the percentages in the pie charts on the following:

  - Command population by racial/ethnic group vs. respondents by racial/ethnic group

  - Command population by gender vs. respondents by gender

  - Command population by rank vs. respondents by rank

  - Command population by paygrade vs. respondents by paygrade

- Large differences suggest your survey responses could be biased and may not accurately represent the entire unit/command

(Culbertson, Rosenfeld, & Perry, 1997; Johnson & Harris, 1997)

Step 5: Analyze MCCAS Data

Stage 3: Print the Graphs and Tables

- Print out the MCCAS output (you will not need to print all of the output as you become familiar with it)

- Easier to sort if you print graphs/summary reports by how you will review the data:

  ➢ Total Respondents (print bar graphs, summary reports, pie charts)

  ➢ Racial/ethnic groups (print line graphs, summary reports, pie charts)

    ✓ Black/African American
    ✓ White
    ✓ Hispanic
    ✓ Asian-American
    ✓ Native-American
    ✓ Other

  ➢ Gender groups (print line graphs, summary reports, pie charts)

    ✓ Male
    ✓ Female

  ➢ Rank groups (print line graphs, summary reports, pie charts)

    ✓ Enlisted
    ✓ Officer

- Don't print and sort pay groups output unless you have questions that apply to this type of breakout

Step 5: Analyze MCCAS Data

Stage 4: Sort the Graphs and Tables

- Sort the output into groups:

    ➤ Total respondents

      ✓ Bar charts, frequency tables, collapsed frequency tables, yes/no pie charts

    ➤ Racial/ethnic groups

      ✓ Line graphs, frequency tables, collapsed frequency tables, yes/no pie charts

    ➤ Gender

      ✓ Line graphs, frequency tables, collapsed frequency tables, yes/no pie charts

    ➤ Officer/enlisted

      ✓ Line graphs, frequency tables, collapsed frequency tables, yes/no pie charts

Step 5: Analyze the MCCAS Data

Stage 5: Review Bar Charts of Total Respondents

- Study bar graphs

  - ➤ Scan for results below scale midpoint (3.0) on means—circle or mark findings

  - ➤ Highlight high means (above 4.0) which are very positive perceptions

  - ➤ Highlight low means (below 2.0) which are very negative perceptions

- Make note of findings and conclusions from these graphs, and move on to the tables

Step 5: Analyze the MCCAS Data

Stage 6: Review Means of Total Respondents and Compare to the Marine Corps Norms

- Norms are the average scores for the Marine Corps based on responses to the Marine Corps Equal Opportunity Survey

- Repeated MCCAS administrations allow comparison of self over time (don't need to rely on Marine Corps norms)

- Want to strive for best in business so Marine Corps norm is a minimum, not the ultimate goal

- Use of norms helpful on first administration

  - ➤ Locate the means data on the Tables of Raw Data Frequencies (at the right-hand side)

  - ➤ Notice there are both question means and module means (a combination of questions)

- Compare your MCCAS means to the norms in the MCCAS User Manual Appendix C (Active Duty) or Appendix D (Reserves)

  - ➤ For means, look for 0.5 difference from the norm-circle or mark

  - ➤ Notice, in general, if scores are the same, above, or below the Marine Corps norms

Step 5: Analyze the MCCAS Data

Stage 7: Scan Collapsed Percentages and Yes/no Pie Charts for Total Respondents

- Use collapsed frequency tables to further explore findings from total respondents

  - Look up questions that showed large differences on the line graphs

- Are there new findings that stand out when reviewing the data in this format?

  - Scan agree/disagree column for high or low percentages

  - Look for differences between groups of 10% or more

  - Scan neutral column for high percentages

> **Note that leaders usually prefer data summarized as percentages over means.**
>
> Consultant
> NPRDC, San Diego, CA

- Study the yes/no pie charts for results useful for your brief/report; also compare yes/no percentages to Marine Corps norms to put your findings in perspective

  - Highlight findings that would be useful for your briefing/report

  - Percentages help to simplify and summarize data and they work well in briefs/reports (e.g., percent "agree")

Step 5: Analyze the MCCAS Data

Stage 8: Review Line Graphs for Racial/Ethnic Groups

- Gather output sorted earlier—look at group comparisons one at a time—start with racial/ethnic groups

- Review line graphs and highlight key differences among groups

  - ➤ 0.5 difference in the means

  - ➤ Note differences by circling/marking

- Keep the following in mind when analyzing for differences:

  - ➤ Whites are more positive than minorities

  - ➤ Officers are usually more positive than enlisted

  - ➤ Higher paygrade Marines are usually more positive than lower paygrade Marines

Step 5: Analyze the MCCAS Data

Stage 9: Review Means for Racial/ethnic Groups and Compare to the Marine Corps Norms

- As with total respondents, use the Marine Corps norms to interpret the racial/ethnic MCCAS data

  ➤ Locate the means data for each racial/ethnic group on the Tables of Raw Data Frequencies (at the right-hand side)

- Compare the racial/ethnic means to the racial/ethnic norms in the MCCAS User Manual Appendix C (Active Duty) or Appendix D (Reserves)

  ➤ Start by looking up those survey questions that had large differences among the groups; how do your findings compare to the Marine Corps norms by racial/ethnic group?

  ➤ Note your findings on the line graphs or tables

  ➤ Scan remainder of means and compare to the Marine Corps racial/ethnic norms

  ➤ Note any trends (e.g., certain groups being more positive/negative compared to the Marine Corps norms)

  ➤ Mark particular items that differ from the norms (.5 or more for means)—these should be highlighted in your brief/report

- Note general findings and write them down, then move on

Step 5: Analyze the MCCAS Data

Stage 10: Scan Collapsed Percentages and Yes/no Pie Charts for Racial/ethnic Groups

- Use collapsed frequency tables to further explore findings from line graph comparisons

  ➤ Look up questions that showed large differences on the line graphs

  ➤ Look up questions that showed large differences from the Marine Corps norms

- Are there new findings that stand out when reviewing the data in this format?

  ➤ Scan agree/disagree column for high or low percentages

  ➤ Look for percentage differences between racial/ethnic groups (e.g., percentage of Blacks who agree compared to Whites who agree with a survey question)

  ➤ Scan neutral column for high percentages

- Compare yes/no percentages on pie charts among the groups and also to the Marine Corps norms

- Highlight findings that would be useful for your briefing/report

- Remember percentages help to simplify and summarize data for leaders

Step 5: Analyze the MCCAS Data

Stage 11: Repeat Stages 8-10 for Gender Comparisons, Enlisted/Officer Comparisons

- Gather output sorted earlier for gender comparisons, enlisted/officer comparisons

- Review line graphs and highlight key differences between groups

- Locate the means on the Tables of Raw Data Frequencies and compare results to the Marine Corps norms - note similarities and differences

- Use collapsed frequency tables to further explore findings in terms of percentages

- Compare yes/no percentages on pie charts between the groups; also compare yes/no percentages to the Marine Corps norms

- Summarize trends, key findings, and results to highlight in your briefing/report

Step 5: Analyze the MCCAS Data

Stage 12: Summarize Open-ended Comments

- Cut comments page into sections so each question is on its own piece of paper

- Within each question, sort comments based on themes

- Use information as examples to explain survey findings

- Look for ideas for improvement

- Don't overreact to comments; remember that open-ended comments often are NOT representative of how all survey respondents feel

- Don't hand over comments to Commanders unless you paraphrase them to ensure anonymity and remove mention of any specific individuals

(Culbertson, Rosenfeld, & Perry, 1997)

Step 6: Interpret the MCCAS Results

- Review your output looking for themes

  - ➤ Large differences highlighted in red

  - ➤ Medium differences highlighted in yellow

  - ➤ Positive findings highlighted in green

- Synthesize your findings in terms of the survey module areas

  - ➤ Highlight differences/similarities between racial/ethnic groups, between men/women, and between enlisted/officer groups

  - ➤ Highlight differences/similarities between the MCCAS results and the Marine Corps norms

- Categorize findings in a way that tells a story and is easy to follow

- Determine which graphs/data to include in your briefing/report

- Review open-ended comments so as to expand on the points that will be made in the briefing/report

(Culbertson, Rosenfeld, & Perry, 1997;
Johnson & Harris, 1997;
Thomas, 1997)

> **Keep in mind you want to see the forest through the trees.**
>
> Consultant
> NPRDC, San Diego, CA

Step 7: Prepare a MCCAS Brief/Report

- The effectiveness of the MCCAS process lies in your interpreting the results in a way meaningful to leaders

- Prioritize and simplify the results—**DO NOT** give leaders the stack of graph and table printouts from MCCAS

- Good to summarize data in terms of Positive Findings/Good News, Areas for Improvement/Areas of Concern, and Recommendations/Possible Actions

- If feasible, get other key players (e.g., EOR, Sergeant Major of the unit) involved in suggesting potential action items and preparing the briefing/report

- Have both a MCCAS presentation and a hard copy report

(Johnson & Harris, 1996, 1997; Thomas, 1997)

Commanders like colors, graphs, and simplicity.
EOA
MCAS, Iwakuni, Japan

Step 8: Present the MCCAS Findings

- Realize MCCAS feedback is part of the organizational change process

  - Important that leaders and unit personnel are presented with the MCCAS findings

  - Feedback process can shed light on questions raised by MCCAS data

  - Can use feedback process to raise awareness and provide training

  - Can use feedback process to solicit ideas for improvement

- Realize that some will question the accuracy of the survey (e.g., validity and reliability)—be informed and take it in stride

- Recommend the survey results be briefed to all members of the unit

(Culbertson, Rosenfeld, & Perry, 1997;
Johnson & Harris, 1996;
Thomas, 1997)

When Commanders question me about the accuracy of the survey, I respond by saying, "Would you be questioning the survey if your results were positive?"

EOA
MCB, Japan

Step 9: Terminate the MCCAS Process

- Discuss with top leadership your role (if any) after delivering MCCAS presentation/report

We must trust the Commander to make the right decision.
EO Branch Head
HQs, Washington, DC

     ➤ Encourage leadership to determine an action plan

     ➤ Suggest how they might want to handle the survey feedback process to Marines in the unit assessed

- Ask for feedback on the MCCAS process; is there anything you should do differently next time?

- Express appreciation in working with them

- Remind them you will be there if they need help in the future

Step 10: Reflection

- Step away from the process and allow time for actions to occur

- Realize that Commanders' reactions to the MCCAS results may change over time

- Follow-up with the Commander after some time has passed

  - Have any actions been taken?

  - Is there anything else you can do?

- Use MCCAS team members and/or other EOAs to reflect on the process

  - Feel good about what you did right

  - Determine a better way to handle things that didn't go so smoothly

Surveys can be a catalyst for change, but they are not the change themselves.

Consultant
NPRDC, San Diego, CA

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Conclusions to the Consultant's Guide

- Implementing EO policy is a difficult task for leaders in both military and civilian organizations

- This effort is part of a larger process of organizational change

- Marine Corps EOAs are the key players in facilitating this change process

- Organizational consulting framework and tools can assist Marine Corps EOAs in their challenge to be military change agents

- Marine Corps has been innovative in applying the management consulting model to enhance the effectiveness of their EO program

The commitment must come from the top down, and it's got to be constant.

EOA
MCAS Tustin, CA

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REPORT DOCUMENTATION PAGE

Public reporting burden for this collection of information is limited to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)	2. REPORT DATE March 1998	3. REPORT TYPE AND DATE COVERED Final—Nov 1996-Dec 1997

4. TITLE AND SUBTITLE
The Consultant's Guide for Marine Corps Equal Opportunity Advisors

5. FUNDING NUMBERS
Job Order: 7RH808

6. AUTHOR(S)
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7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)
Navy Personnel Research and Development Center
53335 Ryne Rd.
San Diego, CA 92152-7250

8. PERFORMING ORGANIZATION AGENCY REPORT NUMBER
NPRDC-TN-98-10

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)
Manpower Equal Opportunity Branch
Manpower Plans and Policy Division
Headquarters, United States Marine Corps
Washington, DC 20380-1775

10. SPONSORING/MONITORING

11. SUPPLEMENTARY NOTES

Functional Area: Organizational Systems
Product Line: Organizational Systems Evaluation
Effort: Marine Corps Organizational Assessment

12a. DISTRIBUTION/AVAILABILITY STATEMENT
Approved for public release; distribution is unlimited.

12B. DISTRIBUTION CODE
A

13. ABSTRACT (Maximum 200 words)
Starting in 1993, the Marine Corps has developed a cadre of trained specialists known as Equal Opportunity Advisors (EOAs) to assist with implementing the service's equal opportunity program. The *Consultant's Guide for Marine Corps Equal Opportunity Advisors (EOAs)* was developed to facilitate Marines' effectiveness in their roles as advisors to senior leadership. Information included in the Guide was gleaned from interviews with Marine leaders and Marine Corps EOAs serving in commands around the world, along with subject-matter experts in the area of organizational consulting and change.

The Consultant's Guide provides both a general framework for organizational change, and discusses how Marine Corps EOAs share the common challenges faced by organizational consultants and change agents. The Guide also describes how to plan, administer, and analyze a survey of equal opportunity climate and sexual harassment. The Consultant's Guide presents this in three modules: (1) framework for organizational change, (2) Marine Corps EOAs as organizational consultants, and (3) the Marine Corps Command Assessment System (MCCAS) consulting process. This Guide is intended for use by Marines attending EOA training at the Defense Equal Opportunity Management Institute (DEOMI), Patrick Air Force Base, FL, and as a resource book for Marines throughout the Corps.

14. SUBJECT TERMS
Organizational change, Marine Corps, equal opportunity program, equal opportunity advisors, consultants, organizational consulting, survey process

15. NUMBER OF PAGES
80

16. PRICE CODE

17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UNLIMITED

NSN 7540-01-280-5500